

朗文

# 多功能英汉双解 词典

5 第五版  
th Edition

**Longman**  
**Active Study**  
English-Chinese  
Dictionary



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## To our readers 致读者

相隔五年,由培生教育出版亚洲有限公司与外语教学与研究出版社合作推出的《朗文多功能英汉双解词典》(第五版)以崭新的面貌和读者见面。本版词典保留了朗文多功能词典一贯的优点和特色:标示英语中最常用而重要的3,000词(活用词汇);以2,000个常用词撰写词条释义,确保行文明白易懂;提供丰富的语料库例证,呈现真实地道的英语。这些特点对初级至中级英语学习者来说尤为重要。

那么与上一版比较,新版《朗文多功能英汉双解词典》有哪些发展和突破的地方呢?这可见于以下五方面:

1. 记录英语最新的发展。语言不断变化,词典作为记录语言的工具,当然不能原地踏步。朗文词典的编纂者,得益于庞大的语料库(corpus),能更准确地掌握英语的动态,并及时把这些变化反映在词典中。本版词典删去了因时代发展而显得过时的词,同时增补新词新义。例如删去了Walkman一词,增收了如iPod和podcast等随科技发展而产生的新词。
2. 标注“学术词汇表”(Academic Word List)中的词,帮助读者掌握英语学术文章的常用词汇。读者如能善用此学习工具,必定能提高阅读和写作学术文章的能力。
3. 大大加强了“词语搭配”(Collocations)和“同类词”(Thesaurus)的内容。前者帮助读者更自如地运用英语,后者让他们在遣词用字上更准确传神。
4. 新增“词语选择”(Word Choice),辨析近义词在意义或用法上的细微区别。譬如handsome和good-looking,同样指人长得漂亮好看,二者有什么分别?在handsome条的“词语选择”专栏里,读者自会找到答案。
5. 改进内容编排和版式设计,使词典更方便易用。例如把习语和常用短语集中编排于主要义项后面,自成一个相对独立的版块,一目了然。此外,在义项众多的词条中增设“导航词”,帮助读者快速找到要检索的词义。

《朗文多功能英汉双解词典》面世至今历经25年,编纂目标始终如一:为读者提供可靠的学习支援,为他们迈向高阶英语学习打稳根基。我们深信,《朗文多功能英汉双解词典》(第五版)仍然是广大读者在英语学习路途上的良师益友。

词典的编辑工作繁复琐碎,我们虽力求严谨准确,但疏漏之处难免,尚盼广大读者不吝赐正。

培生教育出版亚洲有限公司  
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## Preface by Professor Joseph S. M. Lau 刘绍铭教授序

我们学英文，最可靠、最不会嫌弃我们的老师是手边的词典。

如能在“全神投入”(total immersion)的环境中学外语，会事半功倍。所谓全神投入，就是日常生活非用英语否则连衣食住行都有问题的环境中学习。这种因有口难言、不得不绝处求生引发出来的动力准会比坐在课室慢条斯理学英文较易取得成果。

全神投入是不放弃任何接触学习英语的机会。据说叶公超上世纪四十年代中在西南联大教英文时，对英汉词典最深恶痛绝。他要学生只用英文词典。

叶先生的主张，亦可看作“全神投入”的一种解说。你在英语词典求释义，本身就是一个学习英语的过程。可是，就实际经验而言，英文好多单词，单看英文释义，不管你多投入，也许会越看越糊涂。试看 snake 的英文解说：an animal with a long thin limbless body, large mouth, and forked tongue that usually feeds on other animals, and often has a poisonous bite (《朗文当代大辞典》，2003)。

打开英汉双解词典一看，snake 这个长长的英文解说中文一个字就交代过去：蛇。英文词典内容添加“双解”这一特色，应可说是出版人顺应了市场需要“演变”出来的。叶公超时代的词典没有“双解”。如果有，叶先生大概不会对学生发脾气，因为原来英文词典的内容和编排不会因“双解”而改动，但在 snake 后面加上一个“蛇”字，可省掉学生猜谜的时间。

《朗文多功能英汉双解词典》不但增设了“双解”功能，还应需添加了多项英语基本法则的专栏。旧式“词典”的主要功能在“释义”。新一代的词典除释义外还兼顾诸如“语法”(Grammar)、“用法”(Usage)、“同类词”(Thesaurus)、“短语动词”(Phrasal verb)和“词语搭配”(Collocation)。这类题目，都可以分别独立成为一本专书。《朗文多功能英汉双解词典》在一本词典的范围内以实例一一说明这些规则的运作模式。

第五版《朗文多功能英汉双解词典》的内容为了跟上时代增加了不少篇幅。词目、短语和释义多达十万条。最值得注意的是新增的栏目，如 Word Choice (词语选择)。我们惯称所谓“同义词”的，其实细微处不尽相同。Pretty 是 beautiful 的同义词，但 a pretty girl 跟 a beautiful woman 相比，二者的“美”，自有不同的层次。Word Choice 这一栏的增设就是为了辨识这类看似意义相通但实质境界不一样的词汇。

母语是英语的人，对词典的要求，跟我们就是不一样。他们不一定知道 phrasal verb 是由 a verb with an adverb or preposition after it, which has a different

meaning from the verb used alone, 但他们不会把 put in, put out, put up, put up with, put through 这类 phrasal verb 的含义和用法混淆。因为英语是他们的母语, 是从小听着的妈妈说的“话”。

英语不是我们的母语, 我们只有自求多福靠自己。这本词典除了给我们单词释义外, 还有多种功能。像在 Collocations 和 Phrasal Verbs 这些栏目下出现的例子, 可以帮助我们打好根底, 应该强记下来。词典果然是我们最可靠、最肯诲人不倦的老师。



## Preface by Professor K. K. Luke 陆镜光教授序

Students come to me from time to time and ask, 'How can I improve my English?' My answer to that is: Read more and speak more. This may sound like an overly simple suggestion – simplistic even, but I can assure you that it's true. On the other hand, I'm willing to concede that as a piece of advice, it can do with some elaboration and substantiation. One concrete action that you can take is: Get yourself a good dictionary and turn to it whenever you feel unsure about what a word means or how an expression is used. In reading, you will inevitably come across words and expressions which either you have never seen before, or which you thought you knew but don't actually understand. Consulting your dictionary in this way, you can learn from your own questions and puzzles, which is always the best way to learn.

But what do we mean by a good dictionary? Some people may say: the bigger the dictionary, the better. Or: the more authoritative, the better. For me, however, there are three features to look for in a dictionary. First, is the dictionary designed with learners in mind? Is it meant to be used for learning (which, incidentally, is a rather different matter than providing authoritative etymology or definitions)? Second, does the dictionary give authentic examples of how words are actually used? In my view, to really understand what a word means, you must see it 'in action'. Nothing beats seeing a word used on a particular occasion; to watch an uncertain word come to life, that simply is sensational! Third, does the dictionary tell me which words go together? For example, as soon as we hear 'dribs' we can bet on it that the next words will be 'and drabs', because these words will always go together in that order. If I hear the words 'easier said' then I can always expect 'than done' to come up next. This information will be indispensable as I accumulate knowledge about the language.

In all these respects, the new *Longman Active Study English-Chinese Dictionary* (5th Edition) has much to recommend itself. It's by far one of the most user-friendly dictionaries that I have come across. It is clearly, as its name suggests, compiled with the user in mind. The layout is neat and tidy, with useful signposting that guides the user through its entries. Under each headword one finds not only different senses of the word, but also useful phrases and idiomatic expressions that are associated with the headword. To give just two or three examples, under 'jaw' you will find not only 'upper jaw' and 'lower jaw', but also 'someone's jaw dropped', which is a very useful expression to learn. (Notice incidentally that in this expression, the verb 'dropped' is always used in the past tense.) Another example: right after 'junk' one finds 'junk food', which is perhaps one of the most commonly encountered ways of using the word 'junk' these days. Similarly, under 'joke' one finds not only a definition of 'joke' but also the expression 'cracking a joke', which is indeed a most common way of using the word. In this way, the user is given a great deal of

help in associating words in a dictionary with their common usage in everyday speech.

Another feature of the dictionary which reveals its user-centred approach is the inclusion of sections on 'Thesaurus'. These are highlighted as boxes containing three or four words that have a very similar meaning, but are in fact used rather differently. By drawing readers' attention to them, and by giving simple real-life examples of their different uses, the dictionary helps learners to see the relationship between the words, but at the same time develops an understanding of their subtle differences. So, the words 'hop', 'jump', 'skip' etc are grouped together and presented in a 'Thesaurus' box, with pictures illustrating their different meanings. Indeed, the use of good and effective pictures and drawings is another smart feature of the dictionary. A picture is worth a thousand words, as they say. When it comes to showing what a word means, there is often no better way than showing a good picture of it. Imagine what a challenge it would be to explain the meaning of words like 'grimace' or 'shrugging one's shoulders' without resorting to miming or pictures!

A survey of the *Active Study Dictionary* shows just how firmly its compilers have adhered to the 'learner-first principle'. This is not a 'general purpose' dictionary that presents a collection of words more or less at random, or even according to their frequencies of use. Rather, the choice of items is based largely on what words students are most likely to need in order to excel in their studies. More than 500 word families from Averil Coxhead's Academic Word List have been selected to be included in the dictionary to meet the needs of students learning to improve their reading and writing skills.

Finally, as this is an English-Chinese dictionary, the quality of the Chinese translations is obviously also of great importance. The last thing we want is for users of the dictionary to unconsciously pick up wrong Chinese while they are improving their English! In this regard, I find the dictionary exemplary in its use of Chinese in the definitions and translations. It is accurate, idiomatic, and of a very good quality. There's nothing like being able to perfect one's Chinese at the same time as one is improving one's English, is there?

For all these reasons, I would have no hesitation including the *Longman Active Study English-Chinese Dictionary* (5th Edition) on my list of commendable English-Chinese dictionaries. Dictionaries cannot of course replace newspapers and novels. There's no getting away from doing more reading if you want to raise your level of English. But along the way, a good dictionary will always be welcome. Like a good sidekick, it can keep you company and offer you help and assistance in a fun and enjoyable way!

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Professor K. K. Luke received his Ph.D. from the University of York, U.K. He was Founding Head of the Department of Linguistics at the University of Hong Kong from 1997 to 2005. He is now Professor of Linguistics and Multilingual Studies at Nanyang Technological University, Singapore.

## 陆镜光教授序 (中译)

常有学生来问我:“怎样才能提高英语水平?”我的回答是:多读、多说。这样的建议听起来似乎是老生常谈,甚至过于简单,但我可以向你保证,这是千真万确的。不过我也必须承认,在提出这样的建议的同时,是否可以讲得更明确一些?具体的做法可以这样:找一本好词典,每当碰到不熟悉或者不肯定的单词和表达形式的时候就去看一查。你在阅读中必然会遇到从未见过的单词和表达形式,也有一些你自以为知道却并未真正理解的字词。这样来查阅词典,便可从自己的问题和疑惑中学有所获,这就是最好的学习方法。

但怎样才算是好词典?也许有人会说,词典是越大越好。或者说,词典是越权威越好。而我,则会看一本词典是否具有以下三个特点。首先,它在编纂时是否考虑到学习者?有没有为学习者提供方便(而这并不等同于单单提供权威的词源或定义)?其次,它有没有用地道的例句来说明单词的实际用法?我认为,要真正理解一个单词的含义,必须看它实际的应用,也就是说,必须了解它是在某个特定场合中表达一个特定的意义的。能够看到一个书本上的字词活起来,那不是很有意思的事情吗?还有,这本词典能不能告诉我哪些字词跟哪些字词搭配使用?比如说,我们一听到 *dribs*, 就知道随后必然是 *and drabs*, 因为这三个词总是以这样的顺序一起出现的。当我听到 *easier said*, 就会想到紧随其后的是 *than done*。在我积累语言知识的过程中,这样的信息是必不可少的。

在以上各个方面,新的《朗文多功能英汉双解词典》(第五版)多有可取之处。它是我见过的最易于使用的词典之一。正如其名称所示,它在编纂时显然考虑到了读者的需要。词典版式整齐清晰,有实用的导航词指引读者阅读词条。在每一个词目下,不仅包含该单词的不同义项,还有与词目相关的实用短语和习语。举例来说,在 *jaw* 的词条中,你不仅能看到 *upper jaw* 和 *lower jaw*, 还有 *someone's jaw dropped*, 这是一个非常有用的表达方式。(顺带一提,在这个习语中,动词 *dropped* 只能用过去时。)又如,在 *junk* 之后就是 *junk food*, 这也许是目前 *junk* 一词最为常见的用法之一。在 *joke* 的词条中,不仅有 *joke* 的释义,还有 *cracking a joke* 的表达方式,这正是该单词最为常见的用法。这就大大有助于读者将词典中的单词与日常会话中的实际使用联系起来。

本词典的另一个特点也体现了它以读者为中心的做法,即“同类词”专栏。这个部分用方框标出,列有若干个意义非常相近、实则用法各不相同的单词。词典使读者对此加以注意,并列出简单实际的例句以说明其不同用法,这样读者就能够看到这些单词之间的联系,同时理解其细微的不同之处。比如, *hop*, *jump*, *skip* 等单词在“同类词”专栏中列出,并以图片表现它们的不同含义。运用清晰明了的照片和图片也是本词典的一个明智之举。所谓一图胜千言,如果要表现一个单词的含义,最

好的办法往往就是用一张适合的图片。试想, 要解释 grimace 或 shrugging one's shoulders 的含义, 而不借助动作或图片, 将是何等困难!

全面审视这本词典, 不难看出编纂者秉持“学习者为先”原则的决心。这并非一本所谓“全用途”词典, 多少有些随意地, 或根据使用频率罗列单词。相反, 词条的选择在很大程度上以学生的需要为基础, 选择学生为取得优异成绩而最可能需要的单词。本词典中包含了从 Averil Coxhead 的学术词汇表中遴选的 500 个词族, 以满足学生提高其阅读与写作技巧的需要。

最后, 既然是英汉双解词典, 那么中文翻译的质量当然也非常重要。我们最不希望看到的就是读者在提高英语水平时却无意中读到了错误的中文! 就这一点而言, 我认为本词典的释义和例句中译也堪称典范: 准确、地道、质量很高。在英语进步的同时也能够提高中文水平, 那不是一举两得的好事吗?

鉴于以上原因, 我毫不犹豫地《朗文多功能英汉双解词典》(第五版) 列为优秀英汉词典之一。当然, 词典无法取代报纸和小说。如果你希望提高自己的英语水平, 增加阅读是必不可少的。但与此同时, 一本好词典也很重要。它将对您大有裨益, 成为您得力的助手和忠心的伙伴!

# Guide to the Dictionary 词典用法说明

拼法相同但词性不同的单词分成不同的词条，并标注数字。

**acting**<sup>1</sup> /'æktɪŋ; ˈæktɪŋ/ *adj* **acting manager/director etc** someone who does an important job until the usual person comes back, or until a new person is chosen 代理经理/主管等  
**acting**<sup>2</sup> *n* [U] the job or skill of performing in plays or films 表演, 演艺工作; 演技

复合词标有主重音 (') 和次重音 (ˌ)。

**Adam's apple** /美' ˌ ˌ / *n* [C] the lump at the front of your neck that moves when you talk or swallow 喉结, 喉核

若美式读音的重音与英式读音的重音不同, 则另外列出, 并用圆点 (˙) 代表音节。

IPA 音标和 K.K. 音标标明单词的读音。

**airbase** /'eəbeɪs; ˈɛrbes/ *n* [C] a place where members of an air force live and military aircraft fly from 空军基地

首先说明词性, 然后标明该词是可数或不可数、及物或不及物等。

释义之前的说明性略语标明该词是正式用语、非正式用语、文学用语、法律用语还是技术用语。

**alien**<sup>2</sup> *n* [C] **1** *formal* someone who lives and works in a country but is not a citizen 【正式】外侨, 外国人: *The clinic provides health care for illegal aliens.* 这家诊所为非法入境的外国人提供医疗服务。 **2** a creature that comes from another world 外星人 [生物]

释义采用朗文释义词汇 2,000 词, 简洁易懂。

单词的各个义项均按使用频率排列, 第一个义项是最常用的词义。

**allot** /ə'lot; ə'lat/ *v* [T] (**allotted, allotting**) to use an amount of something for a particular purpose, or give an amount of something to a particular person 拨给; 分配 [某事物]: **allot sth to sth/sb** *He allotted 20 minutes a day to exercise.* 他每天抽 20 分钟时间锻炼身体。 | **allot sb sth** *Each person was allotted two tickets.* 每人都分到了两张票。

词条开头标明动词和名词的不规则形式。

例证之前给出常用的语法模式, 使单词在句子中的用法一目了然。

**analogous** <sup>Ac</sup> /ə'næləgəs; ə'næləgəs/ *adj formal* similar to another situation or thing 【正式】相似的, 类似的: [**+to/with**] *Operating the system is analogous to driving a car.* 操作这个系统类似于驾驶汽车。

常用介词也列在例证前。

活用词汇采用蓝底反白字体, 表明这些是应该掌握的最重要的单词。

**arm**<sup>1</sup> /ɑ:m; arm/ *n* [C]  
**1** **BODY PART** 身体部位 one of the two long parts of your body between your shoulders and your hands 手臂, 胳膊: **left/right arm** *He had a tattoo on his left arm.* 他左臂上有刺青。 | **I put my arms around him.** 我用双臂搂住他。 | *They walked along arm in arm* (=with their arms bent around each other's). 他们臂挽臂走着。 | **cross/fold your arms** (=bend your arms so that they are resting on top of each other against your body) 交叉双臂 | **under your arm** *I was carrying a pile of books under my arm.* 我腋下夹着一摞书。  
→ see picture on page 见 A2 页图

如果单词有许多不同含义, 则有导航词帮助读者快速找出所需词义。

词语搭配标在例证之前, 或在例证中用粗体显示。

例证实用而又地道, 告诉读者如何使用这个单词。

## PHRASES 短语

**be up in arms about sth** to be very angry about something 对某事非常气愤: *The whole town is up in arms about the closure of the hospital.* 全镇的人都对关闭医院非常气愤。

**welcome sb/sth with open arms** to show that you are very happy and eager to see someone or to accept an idea or plan 张开双臂欢迎某人/举双手赞成某事物: *We welcomed the offer with open arms.* 我们举双手赞成这个提议。

习语、固定短语和短语动词位于单词的主要义项之后, 按字母顺序排列。

**chew** /tʃuː; tʃu/ v [I,T] **1** to bite food several times before swallowing it 咀嚼; 嚼碎: *The meat's so tough I can hardly chew it.* 这肉太硬, 我几乎嚼不动。 **THESAURUS** **BITE 2** to bite something several times without eating it 嚼(而不吃): 反复地咬: **chew your lip/nails** *She chewed her lip and said nothing.* 她咬着嘴唇, 什么也不说。

## PHRASAL VERBS 短语动词

**chew sb ↔ out** AmE informal to speak angrily to someone who has done something wrong 【美, 非正式】严厉责备: *My boss chewed me out for being late.* 老板因为我迟到训了我一顿。

**chew sth ↔ over** to think carefully about a problem, idea etc 仔细考虑(问题、主意等) **SYN** consider, mull over

短语动词如果带有宾语, 则用 sb (某人) 或 sth (某事物/某物) 表示。符号 ↔ 表示宾语置于小品词之前或之后均可。

**concave** /kən'keɪv, kən-; ,kən'keɪ/ adj having a surface that curves inwards 凹的, 凹面的 **OPP** **convex**: *a concave mirror* 凹镜

同义词、反义词和相关词位于释义之后。

**descendant** /dɪ'sendənt; dɪ'sɛndənt/ n [C] someone who is related to a person who lived a long time ago 后代, 后裔 → **ancestor**: *a descendant of slaves* 奴隶的后代 **THESAURUS** **RELATIVE**

表示可参阅同类词专栏, 并指出该同类词专栏所在的词条。

**driving** <sup>1</sup> /'draɪvɪŋ; ˈdraɪvɪŋ/ n [U] when someone drives a car, or the way someone drives 驾车; 驾驶方法: *I'm having driving lessons.* 我正在上驾驶课。| *He was convicted of dangerous driving.* 他被判犯有危险驾驶罪。 → **DRINK-DRIVING**

表示可参阅含有本单词的复合词词条。

**dutiful** /'djuːtɪfəl; ˈdʊtɪfəl/ adj a dutiful person does what they are expected to 尽职的; 恭敬的: *a dutiful son* 孝顺的儿子 — **dutifully** adv

派生词列于词条的最后。

**advice** /əd'vaɪs; əd'vaɪs/ *n* [U] the things you say to someone when you tell them what you think they should do 劝告, 忠告; 建议, 意见: **[+on/about]** a book that's full of advice on baby care 有许多婴儿护理方面建议的一本书 | Can you give me some advice about buying a house? 你能给我一些购房建议吗?

语法专栏提供额外的语法信息, 帮助读者避免犯错。

#### Grammar 语法

**Advice** is an uncountable noun. Do not say 'advices'. **advice**是不可数名词。不要说 advices。Do not say 不要说 'He gave me a good advice.' Say 而要说 He gave me some good advice. (他给了我一些很好的建议。) or 或 He gave me a good piece of advice. (他给了我一条很好的建议。)

词语搭配专栏告诉读者该词常常和哪些单词连用。

#### COLLOCATIONS 词语搭配

##### verbs 动词

**to give sb advice** 给某人建议 Can I give you some advice? 我给你一点建议好吗?

**to offer advice** 提供建议 The tourist office can offer advice on places to visit. 旅游信息咨询处可就参观景点提供建议。

**to get advice** 获得建议 I got some good advice from my teacher about applying to college. 我从老师那里得到了一些有关申请大学的好建议。

**to ask sb's advice** (also 又作 **to ask for advice**) 询问某人的意见 My friends often ask my advice. 朋友们常来问我的意见。

**to take/follow sb's advice** (=to do what someone advises you to do) 采纳/听从某人的建议 She followed his advice and took up yoga. 她听了他的建议, 开始练瑜伽。

##### adjectives 形容词

**good/useful advice** 好的/有用的建议 The book

标签 **[Ac]** 表示该词属于学术词汇表 (Academic Word List) 中的单词。

学术词汇表见

<http://www.victoria.ac.nz/lals/resources/academicwordlist>。

词语选择专栏清楚地解释意思非常相近的同义词之间的区别。

**author** **[Ac]** /'ɔːθə; 'ʊθə/ *n* [C] someone who has written a book 作者, 作家 **[SYN]** **writer**: a well-known American author 一位著名的美国作家 | **[+of]** Robert Louis Stevenson was the author of 'Treasure Island'. 罗伯特·路易斯·史蒂文森是《金银岛》的作者。

#### Word Choice 词语选择: author or writer?

**Author** is more formal than **writer** and is used especially about someone who writes books that are of a high standard, which are considered to be literature. **author** 比 **writer** 正式, 尤指高水准文学书籍的作者: He is influenced by American authors such as Hemingway and Faulkner. 他受到海明威、福克纳等美国作家的影响。

**Writer** is a more general word. You use it about anyone who writes books, articles for magazines etc. **writer** 的意思更为广泛, 可指任何书籍、杂志文章等的作者: I've always



**tiring** /ˈtʌərɪŋ; ˈtʰaɪrɪŋ/ *adj* making you feel tired 累人的, 令人疲劳的: *a long, tiring journey* 漫长劳累的旅程

### THESAURUS 同类词

**tiring** making you feel tired 累人的, 令人疲劳的: *The work was very tiring.* 那工作非常累人。| *a tiring day at the office* 办公室里劳累的一天  
**hard** tiring and difficult. **Hard** is often used instead of **tiring** in everyday English. 耗费精力的, 艰难的 (日常英语中常用 **hard**, 而不用 **tiring**): *Have you had a hard day?* 你是不是累了一天? | *It's a long hard climb.* 这是一段又长又难攀登的路。

**exhausting** extremely tiring 令人精疲力竭的: *In three days, we cycled 250 miles. It was exhausting.* 我们三天骑自行车 250 英里, 这真让人精疲力竭。

**backbreaking** backbreaking physical work is extremely tiring and needs a lot of effort (体力劳动) 繁重累人的: *The labourers were paid \$2 a day for backbreaking farm work.* 工人干繁重的农活, 每天的报酬只有两美元。

同类词专栏列出相关单词并清楚地解释它们之间的区别, 帮助读者增加词汇量。

**tourist** /ˈtʊərɪst; ˈtʰurɪst/ *n* [C] someone who is visiting a country or place for pleasure 旅行者, 游客, 观光客: *Oxford's full of tourists in the summer.* 夏天牛津挤满了游客。| *the tourist industry* 旅游业 | *Italy has so many tourist attractions* (=things that tourists want to see). 意大利有许多旅游景点。

### Usage 用法

If you want to say that a place is popular with tourists, do not say that it is 'touristic'. 想表达某地很受游客青睐, 不要说 *touristic*。Do not say 不要说 'Venice is a very touristic place.' Say 而要说 *Venice is very popular with tourists.* (威尼斯很受游客青睐。) or 或 *Venice is a very popular tourist destination.* (威尼斯是一个很受欢迎的旅游目的地。)

用法专栏提供更多有关语体、英美用法和常见错误的信息。



# Labels and symbols used in the Dictionary

## 本词典使用的说明性略语和符号

### Labels 说明性略语

本词典使用下列说明性略语:

<i>BrE</i> 【英】	英国英语
<i>AmE</i> 【美】	美国英语
<i>formal</i> 【正式】	用于正式发言或书面语
<i>informal</i> 【非正式】	用于熟人之间的会话或通信, 但在文章、商业书信等中不宜使用
<i>spoken</i> 【口】	用于英语口语
<i>written</i> 【书面】	用于英语书面语
<i>approving</i> 【褒】	表示褒义
<i>disapproving</i> 【贬】	表示贬义
<i>humorous</i> 【幽默】	幽默用法
<i>literary</i> 【文】	主要用于文学作品
<i>old-fashioned</i> 【过时】	过去较常用, 如今显得过时
<i>technical</i> 【术语】	医生、科学家等专业人士使用
<i>law</i> 【法律】	律师使用
<i>trademark</i> 【商标】	某一产品的正式名称

### Parts of speech 词性

*adj* = adjective 形容词

*adv* = adverb 副词

*auxiliary verb* = 助动词 (即动词 *be*, *do* 和 *have*)

*determiner* = 限定词 (如单词 *a*, *the*, *that* 和 *this*)

*linking word* = 连接词 (连接单词、短语和从句的单词, 如 *and*)

*modal verb* = 情态动词 (如 *could*, *might*, *shall* 等动词)

*n* = noun 名词

*number* = 数词 (如 *five*, *sixty* 等)

*prefix* = 前缀 (如 *un-*, *re-*, *anti-* 等)

*prep* = preposition 介词

*pron* = pronoun 代词

*suffix* = 后缀 (如 *-ness*, *-ly* 等)

*v* = verb 动词

### Grammar codes 语法代号

**nouns** 名词:

[C] = countable 可数名词

[U] = uncountable 不可数名词

[C,U] = countable or uncountable 可数或不可数名词

[singular 单数] = 仅使用单数形式

[plural 复数] = 仅使用复数形式

[C usually singular 一般用单数] = 单数形式更常用

[C usually plural 一般用复数] = 复数形式更常用

**verbs** 动词:

[T] = transitive 及物动词

[I] = intransitive 不及物动词

[I,T] = intransitive or transitive 不及物或及物动词

[I + adv/prep] = 后面总是跟副词或介词的动词

[linking verb 连系动词] = 用于描述的动词, 例如 *be* 或 *seem*

**adjectives** 形容词:

[not before noun 不用于名词前] = 从来不用于名词前的形容词

[only before noun 仅用于名词前] = 总是用于名词前的形容词

[only after noun 仅用于名词后] = 总是用于名词后的形容词